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## ABSTRACT

This in-service manual for administrators and faculty at South Seattle Community College (SSCC) offers information on learning disabilities and describes the college's programs for learning disabled (LD) students. The first sections present legal and professional definitions of learning disabilities; briefly consider such causes of learning disabilities as hereditary factors, prenatal events, birth defects, postnatal events, and psychogenic factors; and offer three case studies to illustrate the functioning of SSCC's Learning Disability Program. Next, the following program components are described: (1) assessment of LD students through student and instructor interviews and diagnostic testing; (2) the accommodation of special student needs in class; (3) educational, vocational, and personal counseling; (4) peer support; (5) the Learning Assistance Center, which provides individual and group instruction in textbook reading, note taking, test taking, and other study skills; and (6) technological aids, such as tape recorders, computers, and prerecorded information. A final section considers the potential for bias in LD testing. Appendixes provide a flow chart of the assessment procedure and awareness program, a learning difference checklist, referral and interview forms, a follow-up questionnaire, information and forms for students, samples of LD students' work, and a glossary of LD terminology. (ALB)

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SOUTH SEATTLE COMMUNITY COLLEGE

LEARNING DISABILITIES PROGRAM

IN-SERVICE MANUAL

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## Preface

Since Winter Quarter, 1983, South Seattle Community College has been attempting to meet the needs of Learning Disabled students on the campus. As campus learning disabilities specialist, I have worked with educational consultant and learning specialist Dennis Williams and Tim Walsh, campus learning disabilities coordinator, in an effort to develop a program that adequately provides the services for this particular population. I will attempt to outline that program. (An in-service manual for administration and faculty that describes this program follows.)

As of October 17, 1984, sixteen students had been referred to me for learning problems. (As of June, 1988, over 200 students had participated in the program.) Many of these students have been tested on campus. (The specific test battery that has been used may be found in Appendix D of the in-service manual.) The results have been used to provide background information in each instance. After the initial assessment was completed, the student was then informed of the results, and various strategies and recommendations were developed. Specific ways of dealing with the individual's needs were discussed at this time. The student's input as well as the information gathered from the tests was crucial at this point. The student became an active participant in his or her own educational or vocational experience. He or she also learned about the causes of the problems that have hindered academic success and discussed ways of alleviating them.

After the student receives the feedback from the testing sessions, he or she meets with Tim or me and starts to deal directly with the suggestions and recommendations of the Learning Specialist. At this time, the referring instructor(s) and counselor(s) may meet with me to discuss and implement these strategies. These suggestions may be as minor as using tape recorders in the classroom or receiving additional tutoring, or as major as decelerating programs by having students take reduced loads or spending additional time in the Learning Assistance Center.

All of these strategies are individually designed to help the students to better understand how to deal with their specific learning disabilities. We have provided students in need with much valuable information that should better enable them to achieve success in their endeavors on campus. What follows is what we consider to be a successful practice. While the program is still in an early developmental phase, it has been responsible for helping students who might not have been otherwise adequately served. The students have come from academic transfer as well as vocational programs. Some have benefited more than others, but they all have been given greater access to opportunities for educational experiences which are personally satisfying.

If you wish more information about the program or would like to comment on the SSCC Learning Disabilities Program, please feel free to contact Mark Palek at 764-5371 or Tim Walsh at 763-5335.

Mark Palek  
SSCC Learning Specialist  
SSCC, 1988

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## INTRODUCTION

Learning Disabilities -- What are they?

In the broadest sense, a learning disability is anything which compromises our ability to learn. More specifically, however, the term learning disability was intended to describe a disorder or group of disorders which interfere with school achievement and which, by their nature, could be distinguished diagnostically from mental retardation, sensory impairment, emotional disturbance, lack of motivation, lack of educational opportunity, or cultural or language differences.

While the conscientious educator will generally provide extra help to a student who is struggling, the issue of learning disabilities goes beyond kindness, generosity, or moral and ethical convictions. There are also legal obligations that must be met.

Legally, learning disabilities are a handicapping condition. They are defined as such by state and federal laws (Washington Administrative Code 392-171-411, Public Law 94-142, Section 504 of the Rehabilitation Act of 1973). Depending upon which law one reads, the definition is more or less specifically spelled out. For instance, WAC 392-171-411, which applies to children under the aegis of the State's public school systems, requires a specific numerical discrepancy between "approved tests" of intelligence and achievement.

At the other extreme lies section 504 of the Rehabilitation Act. This law, "which is designed to eliminate discrimination on the basis of handicap in any program receiving federal financial assistance," identifies a handicapped person as:

Any person who has a physical or mental impairment which substantially limits one or more major life activities (including learning and working), has a record of such impairment, or is regarded as having such an impairment.

Section 504, then views learning disabilities in their broadest sense. It is directly relevant to community college students since adults are included under its aegis.

Fortunately, while they may not be excluded by law, individuals who qualify for services because of developmental disabilities (mental retardation, cerebral palsy), chronic illness (muscular dystrophy, spina bifida, schizophrenia), sensory impairment (blindness, deafness), and language differences are usually easy to identify and are accommodated through programs which are well established. Those remaining individuals, whose problems may not be so obvious, are the focus for the Seattle Community College's Learning Disabilities Program.

Students who have had limited educational opportunity may manifest learning problems similar to LD individuals. Our assessment process attempts to identify these students by looking at their educational history, as well as at processing functions (visual and auditory). Still, students might be misclassified as learning disabled. We would prefer to provide services to a few educationally disadvantaged students than to err in the other direction and fail to provide services for a LD student.

## CAUSES OF LEARNING DISABILITIES

### DEFINITION:

Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition or use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual and presumed due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions...it is not a direct result of those conditions...(The National Joint Committee for Learning Disabilities.)

As this definition implies, Learning Disabilities (LD) is a term which covers a broad range of disorders which might interfere with normal learning in both children and adults. And just as the range of disorders is broad, so too are the causative factors. At this time, research is still uncovering information about the etiology of learning problems. Generally speaking, however, causes may be attributed to one or more of the following:

1. **Hereditary Factors.** Dr. Hugo Moser, in his review of the genetic factors which may create problems with learning (see note), states that, "... the familial occurrence and the existence of genetic factors in dyslexia and learning disabilities are well established." And it seems only reasonable that learning style differences, like facial features and stature, might be inherited from one or both parents.
2. **Prenatal Events.** During the child's development within the womb, a variety of things can happen to alter the course of normal development. It is well known that alcohol or drug abuse during pregnancy can injure the fetus. More recently, it has been found that certain prescription and nonprescription medications may also be harmful. In addition, certain illnesses during pregnancy may be responsible for subtle defects which interfere with learning in developing children.
3. **Birth Defects.** Certain events which occur during birthing may injure the newborn. Among these are prolonged labor, trauma due to attempts to aid in delivery (forceps, vacuum extractors, etc.), and strangulation or obstruction of the infant's airway. Low birthweight (below 2500 gm -- about 5 1/2 pounds) has also been associated with increased risk of learning disabilities in children.

4. Postnatal Events. These include illnesses or injuries which may result in damage to the infant's central nervous system. Damage may also occur from drug reaction or poisoning (house-hold chemicals, lead, etc.). Such events might happen at any time during an individual's life and create damage which interferes with normal brain function. When they happen in the adult, the results are called acquired disorders because it is clear that they were not present before the event took place. In the developing child, however, certain abilities (the ability to read, write, spell, etc.) are not expected to emerge until after school begins. For this reason, the effects of postnatal events may not become apparent until after the child begins school.
5. Psychogenic Factors. These are usually the result of predispositions which are established during early development. They may be a result of environment, attitudes, or personality factors which are in conflict with the conventional classroom presentation of information. While some of these factors do not meet the definition for LD, they may effectively interfere with learning.

NOTE: Childhood Learning Disabilities and Prenatal Risk, Published by Johnson & Johnson, 1983. (Pediatric Round Table Series).

## CASE STUDIES

### INTRODUCTION

On the following pages, three case studies are outlined. These narratives are designed to illustrate how the Learning Disabilities Program functions. These students are typical of those who have already been identified by faculty in the classroom. They were foundering in a normal classroom setting and would have almost certainly fallen through the cracks. Instead, they are (at least at this time) coping with their difficulties and have been given a better chance for a successful educational experience.

## **CASE STUDY -- Elaine**

During Fall Quarter 1983, Elaine was observed by cosmetology faculty members to be having difficulty in her course work. She was unable to satisfactorily complete reading and writing assignments. Conversely, she showed good understanding of applied concepts necessary for the practical parts of the program. The faculty who worked closest with Elaine saw a real potential for her success and employability in the industry, but they did not see the same potential for passing the state licensing examination for cosmetology. This exam has a lengthy component for which the student must be able to read fairly well, and Elaine's instructors knew she was having substantial difficulties reading and comprehending the study materials.

### Referral Process:

After several consultations and meetings, cosmetology faculty and Elaine agreed that she needed extra assistance beyond what her instructors were able to offer. She was referred to the school's Learning Assistance Center (LAC) for assessment and remediation. After discussion with the LAC instructors and her counselors, she was enrolled in several sections of the English Enrichment Lab (ENG 080). She attended class for four hours daily in an effort to improve her reading and study skills in preparation for her possible re-entry into the cosmetology program.

### Diagnosis:

During Winter Quarter 1984, SSCC hired an educational consultant, Dennis Williams, to act as a learning "specialist" whose responsibilities included diagnosis, assessment, and prescription for learning disabled students. One of the first students to meet with Dennis was Elaine. After the initial conference, she was tested using the following battery: Subtests from the Woodcock-Johnson Psycho-Educational Battery, the Monroe-Sherman Speed Reading Test, the Monroe-Sherman Paragraph Copying Test, and subtests from the Wide Range Achievement Test.\* Dennis found that she was reading at the fifth grade level and that she was also experiencing personal problems and anxieties that impaired her ability to learn.

### Recommendations:

After reviewing the results of the testing, Dennis wrote a report on his findings which synthesized testing, interviews, observations, and history. (These reports may be found in Appendix D.) The specific recommendations detailed in the report are designed with her particular course of study in mind. Most of these suggestions focus on compensatory rather than remedial instruction although Elaine continued to work on her reading and study skills (with additional tutorial assistance) in the LAC. In the English lab she worked with regular developmental reading texts as well as her cosmetology materials. She also participated in a support group with other students who had been identified as learning disabled. During the weekly meetings, participants discussed their difficulties with their academic workload and more personal matters. They also talked about ideas and strategies for problem solving. Eventually, Elaine became the most vocal and assertive

member and led most of the discussions. Her self-assuredness and awareness of her own problems seemed to have a positive effect on the other students, and she appeared to be better able to cope with the pressures and stress of school and her family.

Result:

At the start of Fall Quarter 1984, Elaine re-entered the cosmetology program on a full-time basis. According to her and her instructors, she did acceptable quality work. She kept up with her course load and attained test scores above the seventy-six percent minimal passing level for the program. She also did well with the practical performance aspects and attended regularly. Furthermore, she had been helpful in supporting other students in the program who were experiencing problems similar to hers.

It seems apparent that the SSCC Learning Disabilities program has been instrumental in Elaine's ability to be successful in her chosen program of study.

\*The report based on these procedures may be found in Appendix D. In addition, a case study update report is included.

## CASE STUDY -- Frank

Frank was enrolled at North campus where he was taking classes in study skills and reading in an effort to improve his capabilities in those areas. He was extremely anxious about his problems which is often the case among learning disabled adults. However, Frank's anxiety was heightened by the fact that he was not experiencing problems only with school work. What led him to seek assistance was the fact that he was having difficulties on the job. In fact, his future in his current position was in jeopardy. He had already lost one job, so his concern was understandable.

The fact that Frank was having difficulties with job related tasks is not an unusual situation for a person who has the kinds of learning problems that he has. For example, he has great difficulties with rush deadlines. He needs time to plan his activities. When he does not have the luxury of being able to work at what he feels is a comfortable pace, he has a tendency to overlook errors that he has made in the various processes he needs to perform. His work involves some very complex operations requiring the completion of several steps that must be accomplished in a very specific order. In addition to his problems with what he perceived to be excessive speed, he feels the need to plan his actions in great detail before he begins any process. In the high-pressure setting in which he found himself, the demands placed on him by his superiors accentuated his problems.

Frank's case is a bit unusual in that he was returning to the community college after having completed a Bachelor of Science degree in chemistry and had been working in that field. Many learning disabled adults find themselves in similar or in many cases more dire circumstances. Frank was lucky; his employer was supportive and patient. Opportunities were extended to him so that he could remain on the job. His superiors were enlightened enough to realize that he was a valuable employee. Many learning disabled adults do not find such confidence placed in their abilities. They find that people focus more readily on their disabilities.

After diagnostic assessment, it was determined that Frank would require some accommodation in his work routine in order to help him complete assigned tasks. Among the recommendations suggested (and later implemented by Frank and his employer) was to extend time limits for him to translate materials (such as directions) into practical application and in his submission of written reports. His employer was especially receptive to this idea because the quality of Frank's work improved significantly, and once he developed a routine for completing various procedures, little time was actually "lost".

Frank's experiences are fairly typical for the adult who has been successful in some endeavor; he had to develop and plan compensatory techniques in order to deal with the situations of everyday life. Frank's ability to accomplish that began with his understanding of his own limitations and how he could best minimize them and use his strengths.

## CASE STUDY -- Bob

Bob was originally enrolled in a basic writing class in the College's Learning Assistance Center (LAC) in an effort to help him increase his skills in written English. After several weeks, however, it began to become apparent that his writing was not improving. He seemed to have difficulty with correct English usage, with sentence construction, and with spellings. For example, in response to a question about conditions which make concentration difficult for him, he wrote:

Sometime a place get alot of noses  
(Sometimes a place gets a lot of noises.)

The sentence was unpunctuated and the handwriting was quite poor.

Because of these difficulties, Bob was referred to Mark Palek and scheduled for diagnostic testing to determine their possible causes.

Bob was introduced to the diagnostic consultant prior to the test session and was asked to accompany him to the testing room. He walked behind the examiner on the way to the room with his head down. Twice the pace was slowed and an attempt was made to engage him in conversation. But after each attempt, he fell back to follow. This is the kind of behavior one might expect to see in an emotionally disturbed individual.

Bob's history indicated that he had been identified as a special needs student in the 5th grade and that he had received special educational services from the 5th through the 9th grades. He had attended regular classes in high school and graduated with a 2.0 grade point average.

Test results yielded uniformly low scores on measures of visual perceptual and visual motor skills. In addition, Bob's peripheral vision appeared to be extremely limited and he was unable to follow a moving target with his eyes. His verbal skills, on the other hand, were generally good, particularly his abstract verbal reasoning skills.

These findings began to shed some light on his unusual behavior while walking to the test room. He had apparently been compensating for his severe visual limitations by keeping his eyes on the feet ahead of him -- that way he could be sure he would not get lost or run into something.

Academically, Bob did quite well. His reading measured within the average range, his arithmetic in the low average range. His spelling was, predictably, very poor. Spelling errors suggested problems with basic sound-symbol associations (equemt for equipment, intatuit for institute, lidricur for literature, relesen's for reverence, mucumum for museum, prurestuet for precious.) And it is very likely he had never been able to develop sound-symbol relationships because of his unreliable visual perception. His ability to copy, too, was far slower than average. His handwritten copy was characterized by jerky movements of the pencil as he formed particular letters and as he moved his pencil to write successive words. These uncoordinated movements seemed to correspond to his eye movements as he attempted to follow a moving target.

Post test interview revealed that Bob was quite aware of the nature of his difficulties. This is not always the case, but he had worked hard to compensate for his problems and had a fair idea of his limitations.

(It should be noted that students who manage to succeed academically, typically have a better than average understanding of their learning strengths and weaknesses. They know what their limitations are and have developed successful strategies to help them compensate for deficits.)

Because of the nature of Bob's problems and their apparent resistance to past attempts at remediation, it was felt that recommendations should be made to help accommodate for his handicapping condition in the classroom. These recommendations focused on removing the demands for handwritten work. Compositional skills could be exercised by having him dictate his ideas to another individual who could then transcribe them for him. A tape recorder might serve a similar purpose in situations which required verbal responses (essay-type examinations). Bob's future as a SSCC program graduate should be insured, in spite of his handicap, since Section 504 of the Rehabilitation Act of 1973 declares that standardized tests such as the SAT tests, Civil Service Examinations, and other similar examinations must be administered in such a way that they do not reflect bias against his visual perceptual problems.

\*The report on the diagnostic testing may be found in Appendix D, as well as a case study update report.

## ASSESSMENT

The assessment of learning disabled students at the Seattle Community Colleges involves the evaluation of information from at least three sources: student interviews, instructor interviews, and diagnostic testing and assessment.

The student interview seeks information about prior educational experience, medical history, and current difficulties which might affect learning. During this personal contact with the student, the purposes and procedures of the LD program are explained by either the specialist or consultant, and the student is encouraged to take advantage of program services.

The instructor interview seeks information about the student's classroom performance, his or her strengths and weaknesses, attempts made by the instructor to help the student, and the instructor's impressions of the student's abilities.

The diagnostic test battery seeks information concerning a student's performance and behavior while engaged in a variety of tasks which measure abilities viewed as necessary for successful classroom performance. Levels of academic achievement in reading, spelling, and arithmetic are estimated.

The products of the entire assessment procedure include a written report outlining the specific nature of the disability (or disabilities), a list of specific educational recommendations, and feedback sessions with the instructor and with the student to assure that findings and recommendations are appropriate and translatable to modifications and accommodations within the classroom. Additional recommendations, including those for further testing or medical evaluation, may result from discussions during feedback.

Ideally, assessment of students with learning handicaps is an on-going process, with students and instructors revealing and solving problems as their work together progresses.

## PROGRAM ACCOMMODATION

To some, program accommodation is synonymous with program compromise. This is not nor should not be the case. Accommodations are intended to let the LD student compete on an equitable basis with non-LD students; they are not intended to establish separate standards. In fact, the following examples of accommodative suggestions may actually increase the quality and effectiveness of instruction for all students.

This list of suggestions is by no means complete or applicable in all situations, and not all LD students will benefit from all of them. Some handicaps will prove to be more challenging to accommodate than others, and instructors are encouraged to actively experiment with instructional techniques.

1. Providing students with course outlines which clearly state the goals and objectives of the course will be of benefit.
2. Outlines of lectures stressing important concepts can be especially helpful for those with comprehension problems.
3. Sample exam questions can supplement outlines and assure that students are focused on appropriate information.
4. Teaming an LD student with a more competent student can be beneficial to both - particularly where note-taking and material review are concerned.
5. Office conferences may be effective, especially if concepts might be discussed and a student's understanding evaluated informally so that misunderstandings about assignments and responsibilities might be corrected.
6. Illustrations, diagrams, and visual aids, including computer graphics, will help some students better comprehend material. So will practical demonstrations and opportunities for students to participate in hands-on practice.
7. Opportunities for extra credit work or special extra credit projects will increase the student's active involvement in coursework. This will also increase exposure to information in alternative settings.

Examination Conditions May Be Modified by:

1. Presenting questions orally (in-person or by recording).
2. Allowing oral rather than written responses (either in the presence of an examiner or on tape).
3. Extending time limits or allowing a take-home exam.
4. Setting up practical problems where by a student may actively demonstrate his or her understanding of the material.

## COUNSELING

Counseling is an important element in the education of learning disabled students. These students are by nature disorganized. And they are delicately balanced. So much of their energy must be devoted to maintaining appropriate focus in educational environments that even small events may throw them off emotionally, intellectually, and even physically. For this reason, the availability of educational, vocational, and personal counseling is essential.

Not only do LD students require skilled guidance in academic and vocational decision making, they also frequently need help with such personal matters as finances and parenting. Because they usually suffer from poor self-concepts, they need help in accepting and dealing with their handicaps, including training in assertiveness and in stress-reduction techniques.

In addition, some students will require services which are not available on campus. Students who require medical evaluation or treatment, extensive mental health counseling, legal aid, or help with getting necessary accommodations in the work place, will depend on counselors for referrals to appropriate agencies or individuals.

### PEER SUPPORT:

Learning disabilities are isolating. Students who have them feel different because they are different - and their differences often make them extremely self-conscious. They are in constant fear of being "discovered" - of having reading and writing problems revealed. Discussing these feelings with others can be immensely helpful, particularly with others who have first-hand knowledge of their problems. This is the value of a peer support system.

A peer support system can supply practical help in a number of areas. Students can offer one another examples which illustrate ways of overcoming difficulties with instructors, employers, and with discriminatory situations encountered in daily living. They can also establish peer tutoring pools where an individual's specific skills and abilities may be put to practical use.

Working within a peer support system may be extremely beneficial to many LD students. The ability to help others, even in small ways, increases self-esteem. And with increases in self-esteem come increases in self-respect and confidence; attitudes become more positive and successes more evident and more meaningful.

## LEARNING ASSISTANCE CENTERS (LAC)

Past experience has shown that few LD adults will benefit greatly from intensive remediative instruction in basic skills. Because of this, the primary emphasis of this LD program is the accommodation of students into the educational mainstream as rapidly as possible. The Learning Assistance Centers (LAC) will assist in the accommodation process.

The LAC is the central focus for student referrals. The program coordinator as well as the Learning Disabilities Specialist may be contacted there. All LAC faculty are sensitive to the needs of the learning disabled and are actively involved in determining students needs, analyzing programs, materials, and course content to develop specific recommendations and compensation strategies. They also work closely with content-area instructors to assist them in making necessary modifications to facilitate the mainstreaming of handicapped students.

In the LAC, individual and group assistance is available to help train LD students in program-specific skills such as textbook reading, note-taking, test-taking, and other essential "survival" study skills. While some of the work done in the LAC may include remedial instruction using abstract skills-centered texts, students may work with their own materials, focusing on program-specific needs such as work-related vocabulary, preparing for licensing exams, etc.

## TECHNOLOGICAL AIDS:

Technological tools may be especially helpful to some LD students. For example:

Tape recorders and VCR's may be used to record lectures, texts, and classroom demonstrations which might be reviewed at a later time. They can also be used by students to record assignments or responses to exam problems.

Prerecorded information (audio tape, records, video tape, film, floppy disk) might be used to supplement classroom presentation and texts.

Computers, word processors, and typewriters may help students who have problems with written work.

Calculators and computers may help those who have computational difficulties.

But technology has its limits - particularly for LD students. Aside from the costs, other problems may exist. For instance, those who might benefit most from calculating and writing machines - those with problems with motor coordination - often cannot reliably perform the motor sequences necessary to produce text at a rate fast enough to keep up with the written work demanded by some courses. Moreover, motor coordination difficulties are frequently accompanied by problems which interfere with an individual's ability to

monitor his performance for errors. As a result, written work may be legible but unintelligible because of spelling errors and fractured sentence structures. And students who have problems with receptive or expressive language processing will probably benefit little from audio recordings.

Another limitation involves training. Learning disabled students may have as much difficulty learning to use technological aids as they have with other kinds of learning. So, for some, the benefits of technology will remain out of reach.

Many of the aids that may be useful can be found in the Instructional Resource Center. Also, additional materials and equipment may be made available through various departments and agencies on and off campus.

## TESTING AND MINORITY STUDENTS:

The testing of minority individuals has an ugly history. Psychological and educational tests have been used to exclude large segments of our population from participating in mainstream opportunities in a number of areas, including education. Many believe that the testing of minority students should be abandoned since standardized tests discriminate against the values and experiences of minority communities.

The purpose of Learning Disabilities testing at South Seattle Community College should be made clear. Rather than segregating students, the intent of assessment is to integrate the students with learning problems into the mainstream of college life by identifying specific areas of need and accommodating college programs appropriately. Care is taken to avoid compromising the quality of a program while making certain that specific program elements such as examination conditions, reading and writing requirements, and classroom activities do not discriminate against the student who has specific learning handicaps.

While it may still be argued that tests tend to discriminate against factors which are inherent to the experiences of minority students, these same discriminatory elements are present in the values of mainstream education. Psychoeducational tests, in their attempt to measure educational ability and achievement and predict academic success, embody these discriminatory elements in a much condensed form. They are designed to discriminate the academically able from the disabled.

The battery of tests used at SSCC are designed to assess those abilities which are believed to be critical to community college success. It is admittedly biased - focusing on skills of expressive and receptive language, reading, writing, and test taking. It is because of these factors that it has diagnostic value.

Additional studies of biasing factors in minority testing have found there to be no significant difference in results obtained by minority and majority examiners. What seems to be critical is the examiner's sensitivity to potentials for bias, and his or her skill in making accommodations in the testing environment which will minimize the effects of biasing factors and/or discussing those factors when reporting results.

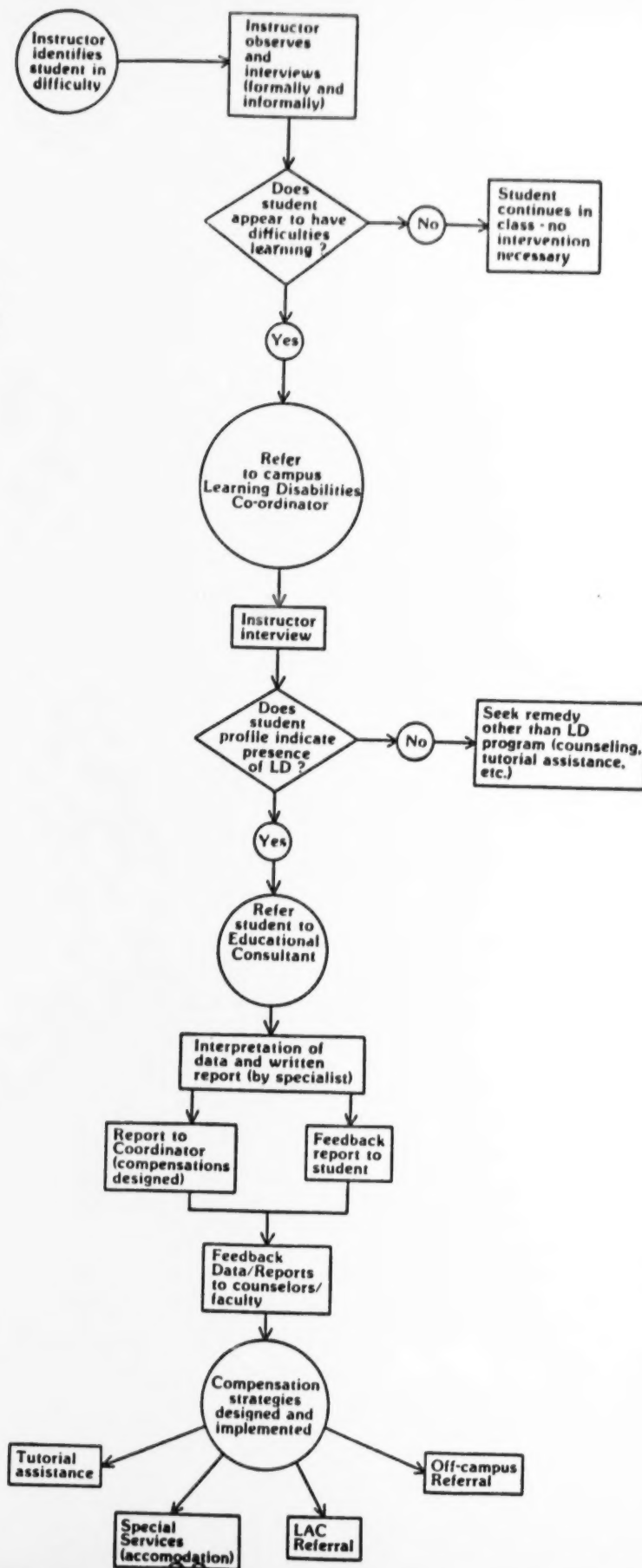
Any educational measure can be abused. And, as educators we must always be on guard against attitudes of elitism - beliefs which incline us to assess the worth of an individual by his or her educability or level of educational attainment. We must never lose sight of the fact that no tests can measure an individual's potential to contribute to the community.

APPENDIX A

PROCEDURES

MODEL OF ASSESSMENT PROCEDURE AND AWARENESS PROGRAM

# SSCC Learning Disabilities Program



## APPENDIX B

### IDENTIFICATION AND REFERRAL (INSTRUCTIONS)

The instructor may request these forms from the LD Specialist. They serve as the basis for the instructor interview.

### INSTRUCTOR INTERVIEW FORM

The information here is gathered during the instructor interview.

### FACULTY FOLLOW-UP FORM

This form is sent to the referring faculty sometime after (usually at the end of the term) the specialist has finished with the assessment.

## LEARNING DIFFERENCE CHECKLIST

Student's Name \_\_\_\_\_ Age: \_\_\_\_\_

Instructions: Check the statements which seem true of this individual.

- \_\_\_ There seems to be a marked difference between this student's practical or oral abilities and his/her written work.
- \_\_\_ The student makes more than three spelling errors in a 100 word paragraph.\*
- \_\_\_ The student's writing is illegible.\*
- \_\_\_ The student's writing is disorganized or demonstrates major grammatical problems.\*
- \_\_\_ The student seems to misunderstand instructions frequently.
- \_\_\_ The student seems to be able to readily grasp some concepts and have real difficulty understanding others.
- \_\_\_ The student turns in few written assignments.
- \_\_\_ The student seems to be a loner.
- \_\_\_ The student asks irrelevant questions.
- \_\_\_ The student rarely or never participates in class discussion.
- \_\_\_ The student tends to ramble when speaking.
- \_\_\_ The student seems to understand material, but does poor work and fails tests.
- \_\_\_ The student says he/she has always had these difficulties.

Name of Referring Individual: \_\_\_\_\_

Division or Program: \_\_\_\_\_

Date of Referral: \_\_\_\_\_

\*Please attach samples of students written work. Use the back of this sheet for further comments.

LEARNING ASSISTANCE CENTER  
SOUTH SEATTLE COMMUNITY COLLEGE  
ROOM RS 118

I am referring \_\_\_\_\_ to the Learning Assistance  
Center for the following:

|                            |       |
|----------------------------|-------|
| Reading Assessment         | _____ |
| Writing Assessment         | _____ |
| Learning Skills Assessment | _____ |
| Math Lab Placement         | _____ |
| Math Assessment            | _____ |
| Tutoring                   | _____ |

Instructor: \_\_\_\_\_

Course: \_\_\_\_\_

COMMENTS:

ACTION TAKEN BY LAC:

(For LAC use only)

Route to instructor at the end of quarter for evaluation as to student progress. Comments may be written on the back of the form.

INTERVIEW FORM

(Instructors)

1. Does the student seem to get along with fellow students? With instructors?
2. Does the student seem to make an effort to do the work you assign?
3. Has the student asked you for individual help?
4. Have you tried to modify your presentation for this student by:
  - A. Rewording ideas?
  - B. Practical demonstration?
  - C. Showing the student how to work through a problem?
  - D. Providing graphic aids (diagrams or drawings)?
  - E. Providing written outlines to lectures?
  - F. Tape-recording?Which of these modifications seem to work best?
5. Have you tried asking this student to explain key ideas to you orally?  
  
If so, did he/she seem to have a basic grasp of ideas?
6. Have you tried teaming this student with a more capable student?

7. Once the student catches on, does he/she seem to be able to remember information? Apply knowledge?
8. Do you feel this student has the ability to do successful work on the job?

If not, what do you see as his/her most serious stumbling blocks to success? (Circle one or more)

- A. Inability to follow instructions.
- B. Inability to see errors in his/her work and correct them.
- C. Inability to improve with practice.
- D. Attitude.
- E. Basic aptitude for work in this field.
- F. Other (explain).

SAMPLES:

SOUTH SEATTLE COMMUNITY COLLEGE College Transfer Division

FACULTY FOLLOW-UP

TO: \_\_\_\_\_

FROM: Mark Palek

RE: Your Referral of \_\_\_\_\_ to the SSCC Learning  
Disabilities Program

1. Is the student still enrolled in your course/program?
2. Have you noticed improvement in this student's performance?
3. Were the specific recommendations in the written report helpful to you?

If yes, which were the most helpful?

If no, why not?

4. Do you think this student benefited by participating in the LD program?

OTHER COMMENTS:

## APPENDIX C

### STUDENT MATERIAL

These are some handouts given to students to help them better understand their situation and how to effectively deal with their problems.

### HISTORY

This form gives the specialist valuable background information that may be important in the student's success. Many times, problems may be identified and alleviated with the completion of this form.

### RELEASE OF INFORMATION

All reports are confidential. If students do want information released to others, they must give their permission.

### FOLLOW-UP QUESTIONNAIRE

This or a similar form is mailed to students who have been assessed, usually one year after the assessment was completed. They are asked to complete and return them so that the LD specialist may gather and collate valuable data.

## TESTING FOR LEARNING PROBLEMS

### WHY TEST?

Testing is a quick way to find out four important things:

1. What kinds of problems you are having
2. How big those problems really are
3. What might be causing those problems
4. What might be done to help overcome those problems

### WHAT ARE TESTS FOR?

Tests results are special bits of information which, when combined with other information such as past school experiences, can help pinpoint problems in reading, writing, spelling, math, and test taking.

### HOW LONG DOES TESTING TAKE?

Testing takes about an hour. After the tests are scored and results are summarized, they will be explained to you clearly. A list of recommendations will be included with the summary, and recommendations will be discussed with you.

### ARE TESTS RESULTS GOOD INDICATORS OF ABILITY?

Yes. No. Maybe. Test scores give a picture of your abilities under certain conditions on a certain day. They may help explain why you have problems with some subjects. They may not be able to tell you whether you will succeed on the job. They will not be able to tell you whether you will succeed in life.

### WHO GETS TEST RESULTS?

Results are given only to those people who are directly involved in your education (instructors, counselors, etc.), and then only with your permission.

### WHAT IF I HAVE QUESTIONS?

Ask them. The test program is set up to help you. If you don't understand something, or if you feel that the results of tests are not accurate, let your feelings be known.

## **SOUTH SEATTLE COMMUNITY COLLEGE**

6000 Sixteenth Avenue S.W. • Seattle, WA 98106 1499 • (206) 764 5300

Jerry M. Brockey, President

### HISTORY

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Marital Status: single \_\_\_ married \_\_\_ divorced \_\_\_ widowed \_\_\_

Number of children (if applicable): \_\_\_\_\_

1. Number of schools attended \_\_\_\_\_.

2. Circle highest grade completed:

6 7 8 9 10 11 12 13 14 15 16

3. Did you attend public school? \_\_\_\_\_

4. Did you attend special classes in public school?

Yes \_\_\_ No \_\_\_

If yes, in which subjects \_\_\_\_\_

In which grade(s)? \_\_\_\_\_

5. Which subjects were most difficult for you in school?  
\_\_\_\_\_

6. Which subjects did you do well in? \_\_\_\_\_

7. Did others in your family have difficulty with school?

Yes \_\_\_ No \_\_\_

Who? \_\_\_\_\_

8. Have you ever had a serious illness? Yes \_\_\_ No \_\_\_

What was the nature of the illness? \_\_\_\_\_

How old were you? \_\_\_\_\_

9. Have you ever had a serious accident? Yes \_\_\_ No \_\_\_

If yes, describe it \_\_\_\_\_

How old were you? \_\_\_\_\_

10. Have you ever had any of the following:

- a. frequent headaches
- b. ear infections
- c. hereditary disorders
- d. fainting spells
- e. dizzy spells
- f. seizures

11. Have you ever had problems with alcohol or drugs?  
       Yes \_\_\_\_\_ No \_\_\_\_\_  
       If yes, did you receive treatment? Yes \_\_\_\_\_ No \_\_\_\_\_ When? \_\_\_\_\_
12. Have you ever received treatment or counseling for personal or emotional problems? Yes \_\_\_\_\_ No \_\_\_\_\_  
       When? \_\_\_\_\_ Were you satisfied with the treatment/counseling? (explain) \_\_\_\_\_
13. Are you presently under a doctor's care? Yes \_\_\_\_\_ No \_\_\_\_\_  
       If yes, for what condition? \_\_\_\_\_
14. Are you taking any medication (including over-the-counter drugs)?  
       Yes \_\_\_\_\_ No \_\_\_\_\_  
       Name drug(s) and dosage \_\_\_\_\_
15. What kinds of jobs have you held in the past?
16. How would you describe your abilities in the following areas:
- |                  | <u>Very Poor</u> | <u>Poor</u> | <u>Average</u> | <u>Above Average</u> |
|------------------|------------------|-------------|----------------|----------------------|
| Reading          | _____            | _____       | _____          | _____                |
| Spelling         | _____            | _____       | _____          | _____                |
| Arithmetic       | _____            | _____       | _____          | _____                |
| Listening Skills | _____            | _____       | _____          | _____                |
| Concentration    | _____            | _____       | _____          | _____                |
| Study Skills     | _____            | _____       | _____          | _____                |
17. What was your attitude toward school in the lower grades?  
       Good \_\_\_\_\_ Poor \_\_\_\_\_
18. Have you ever been told you had dyslexia or were hyperactive?  
       By whom? \_\_\_\_\_
19. If you are now in school, what kind of a program are you enrolled in? \_\_\_\_\_
20. What career field or occupation do you hope to enter?  
       \_\_\_\_\_
21. What are your favorite activities or hobbies?
22. Additional Information (Include information on prior testing.)

# **SOUTH SEATTLE COMMUNITY COLLEGE**

6000 Sixteenth Avenue S.W. • Seattle, WA 98106 • 1499 • (206) 764-5300

Jerry M. Brockey, President

## **INFORMATION RELEASE AUTHORIZATION**

I hereby authorize and request Mark Palek, Learning Disabilities Coordinator and/or Dennis Williams, Learning Disabilities Consultant, South Seattle Community College, 6000 - 16th Avenue S.W., Seattle, Washington, 98106. phone: 764-5371, to release information regarding my academic progress at South Seattle Community College to all my instructors, counselors, and the following individual(s):

Name

Address

Phone

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Student's Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

34

## **SOUTH SEATTLE COMMUNITY COLLEGE**

6000 Sixteenth Avenue S.W. • Seattle, WA 98106-1499 • (206) 764-5300

Larry M. Brockey, President

### STUDENT FOLLOW-UP FORM

Please take a few minutes to answer these questions about SSCC's Learning Disabilities Program.

1. Are you currently enrolled in school? \_\_\_\_\_  
If yes, where? \_\_\_\_\_  
What program are you enrolled in? \_\_\_\_\_
  
2. Are you working? \_\_\_\_\_  
If so, where? \_\_\_\_\_  
When were you employed? \_\_\_\_\_
  
3. Did you feel the Learning Disabilities Program at SSCC was helpful to you? \_\_\_\_\_  
If so, how did it help? \_\_\_\_\_  
If not, why not? \_\_\_\_\_
  
4. How could the program be improved?

APPENDIX D

REPORT FORMAT

TEST BATTERY RATIONALE

SAMPLE EVALUATION & FEEDBACK REPORTS (COMPOSITE)

LD STUDENT'S RIGHTS

## LEARNING DISABILITIES TEST BATTERY

Subtests from the Woodcock-Johnson Psycho-Educational Battery:

- Picture Vocabulary
- Memory for Sentences
- Quantitative Concepts
- Antonyms & Synonyms
- Numbers Reversed
- Analogies

Monroe-Sherman Speed of Reading Test.

Monroe-Sherman Paragraph Copying Test.

Subtests from the Wide Range Achievement Test (WRAT-R):

- Spelling
- Arithmetic

Writing Sample

Subtests from the Detroit Tests of Learning Aptitude (DTLA-2).

Additional tests are included as needed.

This revised battery (9/28/87) is designed to preserve the integrity of the definition of Learning Disabilities (PL 94-142, Sec 504 RA) and will, when combined with individual history and observational information, provide sufficient data to determine general prescriptive measures and educational approaches, or focus the direction for further diagnostic investigation. Administration time: approximately 90 minutes.

# **SOUTH SEATTLE COMMUNITY COLLEGE**

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Jerry M. Brockey, President

## LEARNING DISABILITIES EVALUATION

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Test Date: \_\_\_\_\_

Approximate Reading Level \_\_\_\_\_

Approximate Spelling Level \_\_\_\_\_

Approximate Arithmetic Level \_\_\_\_\_

Diagnostic Summary:

Specific Recommendations:

Learning Disabilities Evaluation  
Page 2

Specific Needs:

Test Battery Used:

Subtests from Woodcock-Johnson Psycho-Educational Battery:

- ☐ Picture Vocabulary
- ☐ Memory for Sentences
- ☐ Quantitative Concepts
- ☐ Antonyms and Synonyms
- ☐ Numbers Reversed
- ☐ Analogies
- ☐ Monroe-Sherman Speed of Reading Test
- ☐ Monroe-Sherman Paragraph Copying Test

Subtests from the Wide Range Achievement Test:

- ☐ Spelling
- ☐ Arithmetic

Others:

LEARNING DISABILITIES PROGRAM

TEST BATTERY RATIONALE

1. Diagnostic testing contributes only one source of information to the assessment process. Other sources include: student history, vocational/professional goals, current classroom demands, and observations of behavior in academic environments [both on a short-term basis (testing) and over an extended period of time (the classroom)].
2. No single test or commercially available test battery is adequate to sample all learning relevant behaviors.
3. In spite of claims to the contrary, standardized tests of learning ability or learning aptitude (those with an educational focus) have generally been normed on a school-age population (K-12).
4. Precise standard scores or percentile scores are less meaningful than clinical observation of abilities (i.e., what the student can do and what is left undone, approaches and strategies, etc.).
5. Brevity of administration time is an important consideration with an adult LD population. Students are often test anxious or test shy. An extensive battery of tests is unnecessarily punishing unless it is believed that additional information might contribute directly to classroom recommendations.
  - a. Our battery provides a general picture of verbal abilities and academic skills sufficient to suggest areas of strength and deficit pertinent to the delivery of information in post-secondary classroom contexts.
  - b. It is broad-spectrum enough to point out areas which may require further assessment.
  - c. While it may not be diagnostic in the sense that it can identify and describe the precise nature of a disorder, there may be no practical value in doing that (knowing the exact nature of a disorder may provide no more information which might be practically translatable in terms of instruction or compensatory devices).
6. The battery satisfies the intent of Sec. 504 of the RA. Part of the purpose of the SSCC program is to adequately describe (define) the LD community college student. Models of LD based on psychometric (statistical) description, while they may be appropriate where children are concerned, are problematic where adults are concerned. Tests are best used with adults when they describe needs pertinent to demands of the community college environment and/or program. (See Test Battery Rationale.)

## EVALUATION FOR SPECIFIC LEARNING DISABILITY

Name: Elaine Age: 35 Test Date: February 22, 1984

Approximate Reading Level: high 5th grade

Approximate Spelling Level: low 3rd grade

Elaine's test results indicated a tendency toward distractibility which is exacerbated by anxiety of evaluative situations. These conditions create difficulties in the flexibility necessary to successfully employ problem solving strategies; they also result in confusion and in the unreliable retrieval of information.

Elaine will learn best in a highly structured, predictable learning environment, where she will be able to focus on the work at hand rather than on less relevant activities.

### Specific Recommendations:

1. Teach stress management techniques which will allow her to gather herself together before she begins to work on a test (relaxation techniques, imagine success, etc.)
2. Reduce test stress by extending time limits and by allowing Elaine to take examinations in a quiet room without the presence of an examiner.
3. Where possible, examination questions should be recorded on tape and Elaine should be allowed to respond to questions orally on tape.
4. Where written exams are necessary, her knowledge will probably best be evaluated by tests of recognition (matching, multiple choice, true-false) rather than recall tests where she would be handicapped by her poorly developed writing and spelling skills and by her extreme self-consciousness.
5. Study skills training which stresses scheduling of time and the orderly approach to reading and exam taking will likely enhance her ability to gain from study.
6. Personal counseling to aid in the management of non-academic affairs such as finances and domestic demands which interfere with her concentration on schoolwork (setting priorities, scheduling, etc.) may be helpful.
7. Reading instruction using material relevant to program content beginning at high 5th or low 6th grade level is advised.

Specific Needs:

Tutorial Assistance  
Availability of Personal Counseling

---

Dennis Williams, Learning Disabilities Specialist

February 29, 1984

**FEEDBACK IMPRESSIONS -- Elaine**

Elaine has essentially a pretty sound view of herself. She feels that, given an opportunity, she might do very well in the world, and her feeling seems to be justified.

During both initial interview and feedback, I found her to be able to quickly grasp concepts -- even to anticipate points from my reviews of facts. This ability will serve her both in her studies and in her coming to grips with her personal difficulties.

She was quick to understand and to use the few suggestions for stress management I offered during our brief talk, and it is my feeling that stress management/assertiveness training will be extremely beneficial to her.

In spite of past failures, she seems to have faith in her own worth. With a few successes to her credit, her confidence should grow considerably. And, of course, with confidence, she should continue to see more successes.

She also may be an asset in future peer counseling situations. She has a natural and healthy concern for others and should be able to use her own experiences to help similarly handicapped students over personal hurdles. Such assistance will probably further aid her in increasing her sense of selfworth.

---

Dennis Williams,  
Learning Disabilities Specialist

### LEARNING DISABILITIES EVALUATION:

Name: Frank

Age: 27

Test Date: November 7, 1988

Results of testing, history, and observation suggest a learning disability of long standing. Current levels of academic achievement are as follows:

|          | <u>Percentile Ranks</u> |
|----------|-------------------------|
| Reading  | 61                      |
| Spelling | 45                      |

Frank's difficulty appears to involve difficulties integrating the executive functions of organizing, planning, and monitoring performance with the performance itself (motor activities). This manifests itself in two ways: he is not able to launch himself into a new project until his activities are well planned (he finds it extremely difficult to plan on the run, so to speak), and he overlooks errors of omitted detail if he is hard pressed for time.

In reading, this increases his chance of misreading similar words, increasing his chances of making comprehension errors -- particularly if he is rushed. In writing, it results in missing word and letter parts -- misspellings. But it is not reading and writing which present him with the greatest difficulty, rather it is in the practical application of principles which he reads or which are given to him in lecture.

#### Recommendations:

As with all learning disabled adults who have been successful, Frank has an excellent understanding of his own limitations and how to compensate for them. He also knows what works for him.

1. He should be allowed more time than the average individual to plan before he undertakes a new project. This would also apply when procedures he is familiar with are altered or need to be altered by him.
2. Extra time should also be allowed if he must translate information in a manual to practical application, since he will have to translate the idea of another into his own plan of action before he will be able to successfully apply principles.
3. Time limits should be extended if necessary on examinations which involve lab activities (i.e., analysis of a problem and finding and demonstrating practical solution of the problem).
4. Extra time might be necessary on written reports.

**FEEDBACK REPORT -- FRANK**

Test results were reviewed and the concept of learning disabilities was explained. Frank was advised of his rights as a handicapped person according to Section 504 of the Rehabilitation Act of 1973.

Because he has what appears to be an excellent grasp of his own needs, and because he has learned to compensate remarkably well for his difficulties, it is believed that information gained through testing will be valuable to him and will be put to constructive use.

This was a positive feedback session, providing Frank with significant insight into his past difficulties. His successes might be used to demonstrate the possibilities available to other learning disabled students.

\_\_\_\_\_  
Mark Palek,  
Learning Disabilities Specialist

\_\_\_\_\_  
Date

## LEARNING DISABILITIES EVALUATION

Name: Bob Age: 19 Test Date: November 7, 1984

Results of testing, history, and observation revealed a learning disability of long standing. Bob's current academic achievement levels are estimated as follows:

|            | Approximate Grade Level |
|------------|-------------------------|
| Reading    | 8.1                     |
| Spelling   | 4.1                     |
| Arithmetic | 6.2                     |

Bob's difficulties appear to focus around visual-motor problems which are quite severe. His range of peripheral vision is quite limited, and his ocular motor and hand-eye coordination are poor. These make reading a slow process, but they are particularly disruptive to written work. It is unlikely that he will benefit from intensive remedial instruction in handwritten work; he may also experience difficulty with keyboarding skills, though instruction in word processing should probably be given a try.

### Recommendations:

1. Requirements for written work should be eliminated. Compositional skills might be exercised by having Bob dictate his work for transcription, or by allowing him to record his assignments on tape.
2. Written exams should also be eliminated. Oral examination or allowing tape recorded response to exam questions would better test his understanding of course material and lecture.
3. Because of his slow reading rate, Bob should be given extra time on exams.

\_\_\_\_\_  
Dennis Williams,  
Learning Disabilities Consultant

\_\_\_\_\_  
Date

FEEDBACK REPORT -- BOB

Test results were reviewed with Bob, along with recommendations. In spite of the fact that he is well aware of his particular problems, he expressed relief that the findings were consistent with past reviews. He was also pleased that it had been recommended that hand written work be omitted from his program.

In many ways, Bob is a classic learning disabled individual -- SSCC's ability to accommodate for his disabilities will be testimony to the college's flexibility and to its commitment to the LD program.

\_\_\_\_\_  
Dennis Williams,  
Learning Disabilities Consultant

\_\_\_\_\_  
Date

### CASE STUDIES UPDATE

As of June 1986, "Elaine" had successfully completed her course requirements and had passed the state cosmetology licensing examination. She has been gainfully employed for over six months as a cosmetologist in a West Seattle salon.

"Frank" is gainfully employed at the time of this printing. He has been working for the same company for four years and continues to satisfactorily complete job responsibilities. Frank's success is a tribute to his determination and his employer's patience with and understanding of some very complex issues. This case does much to illustrate how effective accommodative procedures can be used in order to retain a competent worker who has some special needs.

"Bob" is in the process of finishing his second year of a college transfer program. He has passed all the courses he has taken, and feedback from his instructors indicates he is making progress and exerting much effort.

### LEARNING DISABLED STUDENT'S RIGHTS

This page contains information for you that is extremely important. Please read this and ask any questions you may have.

1. Confidentiality. We do not contact instructors to inform them of your learning handicap unless you give us specific permission to do so.
2. You have a right to services and accommodations which will allow you to compete on an equal basis with nonhandicapped students as long as you meet the basic requirements to perform activities of the program or occupation.

### LEARNING DISABLED STUDENT RESPONSIBILITIES:

1. REMEMBER you are responsible for your own success at SSCC.
2. In order to receive services and accommodations you must request them each term. It is up to you to:
  - a. Inform your instructor of your particular needs or problems.
  - b. See to it that your instructor understands your particular needs (provide a copy of a report and recommendations or contact Mark Palek and request him to contact your instructor).
  - c. Request services from the LD Coordinator (tutor, notetaker, recorder, other aids).
3. When you are having trouble, you must let the LD Coordinator know so that difficulties can be corrected before they get out of hand. For example, if your tutor does not show up for sessions, then you should contact Mark Palek and request that he look into the matter. Or if accommodations are not working in the classroom, then contact Mark so that other arrangements might be made.

APPENDIX E

SAMPLES OF STUDENT WORK

On the following pages we have included samples of student work which were completed by participants in the SSCC Learning Disabilities Program. In each instance, an instructor suspected that the student had some kind of learning problem. They vary in quality and level of competency. While in and of themselves these samples are of limited diagnostic value, they all hold valuable clues about each individual's problems. They are an important part of the overall profile that may help the instructors and counselors who work with these students develop necessary and adequate compensation strategies.

In sample A, it is immediately apparent that the writer has difficulty spelling. However, the ideas in the essay (which was written for a developmental English/composition class, and which is a third draft) are fairly well developed for a beginning writer. This student may be classified as a success. He is doing fairly well academically and is very active in extra curricular activities. He has learned many survival skills and compensatory techniques that will serve him well in life after college. His case, however, is not typical. The student whose work is presented in sample B is a more typical LD individual. This particular student was diagnosed as learning disabled in the fifth grade. This kind of historical data helps us in our identification process, and it is not at all uncommon to have a student volunteer such information. This student was taught some compensation strategies and has also done well academically. He has, in fact, transferred to a four-year school.

The remaining samples (C through G) are included to provide some insight into the variety of problems which may be seen in written work.

SAMPLE A

The Olympic Games

Todays Olympics are reasonabl facsimilys of those of ancient times, havever to the ancient greeks the Olympecs were much more than just a series of games. Thay ware shining symbul of @reek civilization. Men from all over ther empire traveled to the valley of Olympus just to witmess the spectacl of the games. Although it is true that peopul today travel grate distances to the modern gams thay are not ascinportant today as thay once wher. To the ancient g Greeks the Olympics were religios cultural, events whose winners were gratly onerd.

The custom of gratly honoring Olympic winers, was one that lasted almost as long as the games them selfs. Those how worked hard ehough and were a bit lucky returned home in grate honor. Upon your return there would have been a grate celebration with many ceremonies and babquets in your honor. Peopul you barly know would point to the fact that thay once met you in a bizar with grate pride. Your future assured by the fact of a life long pension and home, you could spend your time teaching the next generation of Olypic hopfuls the necessary teacneks and rituals of the graet Olympic games.

SAMPLE A

Through out the five days of the Olimpica games the deep religious feeling of the Greeks showed through. From the opening ceremonies feligious symblutism reigned supprime. Gist looking at the valley of Olypes you coud see religion at its most spectacular. the grate temple of zeos ( the patrin God of the games) with its sacried oliv bushes, was one of the wonders of the ancient wourld.

With a sacrifice of a goat the Olympics- games commenced, and every winner had the grate honor of wearing a sacried olev granch . Whith the sacrificis of a second gout the Olympics ended.

The games wer a cultural meca for the Greek wourld. Spending nerly fore yers verchaly void of human life the vally of Olympus terned into a sprallinz metroplis over night. kings, nobols, Philosaghers and poets, frome the fore corners of the @reek world traveld to the vally of Olypous, like mothes to a flaim. All on hopes of seing tht gratist spectical of its time. Philosoghers discussed the grate & questions of life. wiel poets rout verses in honor of the winers. Kings discussed the romers of wars and ather matters of state. With the closing of the games all of the above went home, a littel wiser by the experions.

SAMPLE A

The olympic games wher the suprem event of ther time. like a magnet thay drow the many difrent greek peopul togather every fore years. ~~few~~ thow the games and ther winners wher the main attraction the intalectiral excang was a close second, and by fare the most inportant.

I am taking english 092  
to improve my english and  
writing ability, as my back-  
ground in the area is not  
very good.

as a child I had eye  
problems, now determined to  
be dyslexia

The learning handicaps was  
not found until I was in  
the 5th grade, at that point  
it took two years of special  
training to bring my eyes to  
a point they would not scramble  
the letters. I entered the seventh

grade reading first grade books and for the next three years I was put into special reading classes in place of english.

When I entered high school I was reading sixth and seventh grade books. at this stage I started tenth grade English and went through high school passing with "C" and "D" an average of 40 to 60 when 64 was passing.

Due to my poor records in english and as I am sitting out to complete a change in career. to computer science I will need a better grasp on writing and English.

TO UNCLE, WITH LOVE

In our family Christmas was a thoroughly kept festival and brought an adamant necessity of present giving that was hard on us four small girls at tail of the family car.

For weeks before Christmas we toiled book-makers, penicillars, raffia table-napkin ring calendars. The uncle ever particularly difficult.

Uncle Edward was the most difficult. Each weekday morning he left the house by the same taxi for the office he kept his old-fashioned snubnosed, two-seater car for weekends and holidays. He had lunched every day at the same table in the restaurant at Boots the chemists. His colleagues lunched at the Royal Sussex Hotel. At five o'clock he left the office and took the bus to his corner and walk up the chabby lane to his house he was a bachelor and lived with maiden sister, my Aunt Hilda

He did things the same way all his life. He was hard to give too.

This story was way some-tings to the person who wrote the book By Rumer Godden.

Uncle Edward had lots of love for this family. The family did not know until this Christmas time. "When I looked in I had tears in my own eyes. I had not known that Uncle had really cared for us, but in the drawer were all the presents we children had given him carefully dated and labeled; home drawn card and dummy shells; beotters and calendars, penicillars, unused shaving balls!"

1-7-35

What I would like to work on is  
 Learning to spell, to read faster and better, to  
 write sentences properly, to understand words, or  
 to understand what is being said.

I need to start at the beginning.  
 with vowels and syllables like grad level 2 and  
 go from there. memberizing word spellings -  
 and their meaning ---

I don't know how to spell very good or read,  
 or, write, or write sentences ext.

4811203 '2

1. Have you ever had difficulty remembering instructions? *NO*
    - a. Were these difficulties greater when instructions had several steps?
    - b. Did writing down instructions help you to remember them?
    - c. Did repeating instructions back to the person who gave them help you to remember?
    - d. What other techniques helped you to remember? (describe them)
  2. Do you have more trouble recalling information that you have read than information which is given to you orally? *no*
  3. Do you sometimes find it hard to concentrate? *yes* Describe conditions which seem to make concentration more difficult.  
*sometime a place get alot of noise*
- What makes concentration easier for you?  
*quiet*



1978 EDITION

WRAT

## WIDE RANGE ACHIEVEMENT TEST

Joseph F. Jastak, Sidney W. Bijou Sarah Jastak

Name \_\_\_\_\_ Sex: M. F.

Date \_\_\_\_\_ Birth Date \_\_\_\_\_ Age \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Referred by \_\_\_\_\_ Examiner \_\_\_\_\_

Page 1

Spelling, Level I &amp; Level II

|   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - |  | / | \ | o | x | l | v | 7 | + | ^ | Γ | Δ | □ | U | ▽ | □ | Γ |
|   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Name \_\_\_\_\_

1. cat
2. hum
3. rum
4. train
5. shout
6. convict
7. cradle
8. harmon
9. educate
10. material
11. union
12. hoshion
13. delino
14. suggestion
15. equint

16. margate
17. intatuit
18. lidnien
19. harpemwo
20. thursmum
21. pruvotat
22. illogical
23. decision
24. rustate
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

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43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_

Level I, Raw Scores (RS) and Grade Ratings (GR)

| Test      | Cumul Score | RS | GR | RS | GR | RS | GR | RS | GR | RS | GR | RS | GR |
|-----------|-------------|----|----|----|----|----|----|----|----|----|----|----|----|
| Copying   | 1           | 0  | N4 | 11 | P8 | 22 | 17 | 33 | 33 | 44 | 59 | 55 | 73 |
| 1 copy    | 10          | 1  | N5 | 12 | K0 | 23 | 19 | 34 | 35 | 45 | 62 | 56 | 75 |
| 2 copies  | 18          | 2  | N6 | 13 | K2 | 24 | 21 | 35 | 37 | 46 | 63 | 57 | 77 |
| 3 copies  | 19          | 3  | N7 | 14 | K5 | 25 | 22 | 36 | 39 | 47 | 64 | 58 | 79 |
| 4 copies  | 20          | 4  | N8 | 15 | K7 | 26 | 24 | 37 | 41 | 48 | 65 | 59 | 81 |
| 5 copies  | 21          | 5  | P1 | 16 | K8 | 27 | 25 | 38 | 43 | 49 | 66 | 60 | 83 |
| 6 copies  | 22          | 6  | P2 | 17 | 10 | 28 | 26 | 39 | 45 | 50 | 67 | 61 | 85 |
| 7 copies  | 23          | 7  | P4 | 18 | 11 | 29 | 27 | 40 | 46 | 51 | 68 | 62 | 87 |
| 8 copies  | 24          | 8  | P5 | 19 | 13 | 30 | 28 | 41 | 50 | 52 | 69 | 63 | 89 |
| 9 copies  | 25          | 9  | P6 | 20 | 14 | 31 | 29 | 42 | 54 | 53 | 70 | 64 | 92 |
| 10 copies | 26          | 10 | P7 | 21 | 15 | 32 | 31 | 43 | 57 | 54 | 71 | 65 | 95 |

Level II, Raw Scores (RS) and Grade Ratings (GR)

| Test      | Cumul Score | RS | GR | RS | GR | RS | GR | RS | GR  | RS | GR | RS | GR |
|-----------|-------------|----|----|----|----|----|----|----|-----|----|----|----|----|
| Copying   | 1           | 0  | K3 | 10 | 33 | 20 | 62 | 30 | 85  | 40 | 10 | 40 | 10 |
| 1 copy    | 2           | 1  | K6 | 11 | 36 | 21 | 64 | 31 | 87  | 41 | 11 | 41 | 11 |
| 2 copies  | 3           | 2  | K9 | 12 | 39 | 22 | 67 | 32 | 89  | 42 | 12 | 42 | 12 |
| 3 copies  | 4           | 3  | 12 | 13 | 41 | 23 | 69 | 33 | 91  | 43 | 13 | 43 | 13 |
| 4 copies  | 5           | 4  | 15 | 14 | 44 | 24 | 72 | 34 | 93  | 44 | 14 | 44 | 14 |
| 5 copies  | 6           | 5  | 18 | 15 | 46 | 25 | 75 | 35 | 95  | 45 | 15 | 45 | 15 |
| 6 copies  | 7           | 6  | 21 | 16 | 52 | 26 | 77 | 36 | 97  | 46 | 16 | 46 | 16 |
| 7 copies  | 8           | 7  | 24 | 17 | 54 | 27 | 79 | 37 | 99  | 47 | 17 | 47 | 17 |
| 8 copies  | 9           | 8  | 27 | 18 | 57 | 28 | 81 | 38 | 102 | 48 | 18 | 48 | 18 |
| 9 copies  | 10          | 9  | 30 | 19 | 60 | 29 | 83 | 39 | 105 | 49 | 19 | 49 | 19 |
| 10 copies | 11          | 10 | 33 | 20 | 63 | 30 | 85 | 40 | 107 | 50 | 20 | 50 | 20 |

## Copying Text

Directions: Copy this little story as quickly and plainly as you can. When the teacher says "Stop", hold up your pencil.

Allow 1½ minutes

A little boy lived with his father in a large forest. Every day the father went out to cut wood. One day the boy was walking through the woods with a basket of lunch for his father. Suddenly he met a huge bear. The boy was frightened, but he threw a piece of bread and jelly to the bear.

A little boy lived with his father in a large forest. Every day.

Score \_\_\_\_\_  
(Number of words written correctly)

## AGE

| Per-<br>centile | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15+ |
|-----------------|----|----|----|----|----|----|----|-----|
| 90              | 26 | 27 | 32 | 37 | 41 | 46 | 46 | 48  |
| 80              | 24 | 25 | 29 | 35 | 38 | 42 | 44 | 46  |
| 70              | 22 | 24 | 27 | 33 | 37 | 40 | 43 | 44  |
| 60              | 20 | 24 | 26 | 31 | 36 | 38 | 42 | 43  |
| 50              | 18 | 20 | 25 | 29 | 33 | 36 | 39 | 40  |
| 40              | 14 | 19 | 24 | 28 | 31 | 34 | 37 | 38  |
| 30              | 12 | 17 | 23 | 26 | 29 | 32 | 36 | 37  |
| 20              | 11 | 15 | 21 | 24 | 27 | 30 | 34 | 35  |
| 10              | 10 | 12 | 16 | 21 | 24 | 26 | 28 | 30  |

## Crossing Out Letters

Directions: In every other word there is a letter "a". Cross out all of the a's you can find. Remember there is one in every other word. Do it this way: she~~a~~k pul~~a~~ vx~~a~~rne le~~a~~net.

Allow 1 minute

Bot ralentch tokel stad voulte san cherm 3  
anoos. Evidid wheal oron vade su av 7  
olein sair newok eaey ki poleat selur 10  
laes ov prusath. Toshel wanetor tuk 13  
splenat olor wark lishes eator, thesur 16  
squal se haed sunch, iga niding. Ballon 20  
luzzevs thail jeikes, asselum mey jaublet. 23  
Mo shoam kleidorp pae synoghet lanke. 26  
Prounth ab shill veroaki spleevo ta thrun 29  
ake squiton achorles ev sloak dunket, 32  
apporenice woll. Lackech woesp traskel 35  
wois appin ovilt anevish. Drist flunoot, 38  
hispel adenoll, dite risha thi havod hevod 41  
thenna. Thop calch eline yeating zellos 44  
athern pitoe tad wroke prall ven acholet 48  
xeb. Cholat wheb whay, slooter anenine 51  
glotes oda morest aberove, lin thoak drist 54  
penota, ideok, wark lishes nald neth 57  
wonat spliger athern wosk dena. 60

Score \_\_\_\_\_  
(Number of a's crossed out)

## AGE

| Per-<br>centile | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15+ |
|-----------------|----|----|----|----|----|----|----|-----|
| 90              | 32 | 33 | 34 | 42 | 47 | 51 | 51 | 52  |
| 80              | 29 | 31 | 33 | 38 | 42 | 48 | 48 | 49  |
| 70              | 27 | 29 | 31 | 35 | 39 | 45 | 45 | 46  |
| 60              | 25 | 27 | 29 | 33 | 38 | 44 | 44 | 44  |
| 50              | 24 | 26 | 27 | 32 | 35 | 40 | 40 | 41  |
| 40              | 23 | 25 | 26 | 29 | 34 | 38 | 38 | 39  |
| 30              | 22 | 24 | 24 | 28 | 32 | 36 | 36 | 37  |
| 20              | 21 | 22 | 23 | 26 | 28 | 34 | 34 | 35  |
| 10              | 19 | 20 | 21 | 24 | 26 | 30 | 30 | 31  |

SO FAR, Leaving the EAST the McKaskel family  
 is moving west, with there wagon to Heively Loted  
 they have made A find, A stranger that is well A just  
 to Life in the west Law, ~~best~~, ~~rust~~ toft & A man  
 must kill or be killed. their house's were Stoned by en  
 & RAR mckaskel. Life was saved by the stranger. AS  
 MARKaskel had to face A pack thevin Low Live's that's  
 fither his house's wagen An his wife. now there  
 no the Rode Agen, thinking the outlaw's Lever mentent.

|         |         |         |
|---------|---------|---------|
| family  | STRAGER | thev's  |
| Heively | Ajusted | menetir |
| Loted   | LAWLESS |         |
| frined  | Stolen  |         |

This is a list of words compiled by the student who wrote the paragraph above. He identified these words as the ones he misspelled.

APPENDIX F

GLOSSARY OF COMMON LD TERMINOLOGY

## GLOSSARY OF TERMS ASSOCIATED WITH LEARNING DISABILITIES

### Acquired Disorder:

A disorder of learning which results from illness or injury, usually affecting the central nervous system.

### Anomaly:

A condition or structure resulting from deviation in normal development. Developmental disorders are anomalies.

### Anxiety:

Clinically, anxiety is a condition which describes an overwhelming, sometimes debilitating, sense of fear. The physical effects of anxiety may include rapid pulse rate, hyperventilation, rapid breathing, perspiration, dry mouth, and nausea. The psychological effects may include confused thought, memory deficits, mental inflexibility, and erratic, sometimes purposeless, activity.

### Aphasia:

An acquired disorder of spoken language. The term Developmental Aphasia is usually considered to be synonymous with dyslexia. [See Dyslexia]

### Auditory Processing:

The processing of information by ear, including the selective attention to and discrimination of speech sounds, receptive vocabulary, and grammatical understanding of spoken language. While these are processes used to understand incoming information, they are very much a part of an individual's spoken expression. They are also critical to both reading and writing.

### Central Nervous System:

The brain and spinal cord; abbreviated CNS.

### Cognitive Abilities:

Those abilities which are generally associated with thought, including auditory and visual processing, perception, reasoning, memory, and learning.

Congenital:

Literally, "with origin", and, reasonably enough, the term is descriptive of a condition which is believed to have been present in the individual since birth.

Discrimination:

The ability to perceive similarities and differences.

Dysgraphia:

Writing difficulties, usually assumed to be a result of neurological dysfunction.

Dyslexia:

Broadly defined, dyslexia simply means imperfect reading ability. The World Federation of Neurology, in 1968, defined it as, "A disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It is dependent upon fundamental cognitive disabilities which are frequently constitutional in origin." More recently, there have been many attempts to define the condition to include new findings from research in education, the neurosciences, and psychology. Since it is a disability of learning, a definition for learning disabilities might adequately define it for most purposes. [See Learning Disabilities.]

Genetic Disorder:

A hereditary disorder.

Hereditary Disorder:

A condition transmitted from parent to offspring, presumably by means of genetic code.

Intelligence:

The ability to apply knowledge appropriately. Like mental retardation, it is sometimes confused with scores on an IQ test. However, while tests may probe some abilities which are known to correlate with school success, no tests exist which measure the abilities necessary to succeed in life, and it is in life where most of an individual's knowledge is applied.

Learning:

The acquisition, storage, and use of information gathered through experience.

### Learning Disabilities:

The National Joint Committee for Learning Disabilities states that it "is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition or use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual and are presumed due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions... it is not a direct result of those conditions..."

This description is not satisfactory to everyone in the field, and new definitions are being proposed daily. Virtually all definitions of learning disabilities, however, stress normal intelligence and adequate educational opportunities; abbreviated LD.

### Long Term Memory:

Storage of information for extended periods. Neither the duration nor the capacity of this memory is fully understood, though some believe storage to be permanent and the capacity unlimited; abbreviated LTM.

### Mental Retardation:

A limitation in cognitive function. Mental retardation is often erroneously defined by scores on IQ tests. In fact, the condition involves compromise of all major life activities, including learning. [See Intelligence.]

### Pathological:

Abnormal or diseased.

### Perception:

Recognition and interpretation of information taken in by the senses of vision, hearing, touch, taste, and smell.

### Reading:

The process of extracting meaning from print.

### Recall:

The ability to retrieve information from storage in more or less complete packages, expressing it in speech, writing, or patterns of activity.

### Recognition:

The ability to perceive matches between information presented to the individual from external sources and parcels stored in memory.

### Sensation:

Information which results when the senses are stimulated.

### Short Term Memory:

A temporary storage of limited capacity. The duration of storage is considered to be about 30 seconds; the capacity above seven units of information. Short term memory is sometimes called working memory or immediate memory; abbreviated STM.

### Stress:

A term which describes the physical and psychological state resulting from intense and continued stimulation of a system. Prolonged stress may affect physical and/or psychological pathology. High levels of stress in evaluative situations may result in test anxiety. [See Anxiety.]

### Test:

A more or less formal means to probe memory. Tests of recall require the individual to retrieve information from memory on cue (examples: essay-type, oral, fill-in-the-blanks). Tests of recognition require the individual to recognize associations between one or more cues (examples: matching, multiple choice, true-false). Tests are, at best, imperfect measures of learning.

### Visual Processing:

Processing information by eye. When applied to the task of reading it involves selective attention to and discrimination of significant features of letters, recognition of words, and the ability to scan text in a manner which allows the acquisition of meaningful information. Visual-Motor Processing usually refers to activities which require hand-eye coordination such as writing, drawing, or copying. Scanning print is also a visual-motor task.

The following list was provided by the Washington Association for Children and Adults with Learning Disabilities, Building #One, Suite 217, Bellevue, WA 98005, (206) 451-9171.

### TYPES OF LEARNING DISABILITIES

The term "learning disability" covers many problems. Definitions of these problems are not standardized. The booklet, Independent Living, uses the terms and definitions that follow:

#### ASSOCIATED REACTIONS:

One part of the body moves involuntarily because of the movement of another part of the body: for instance, the left arm may move a little when the right arm moves or one arm may move when the head turns.

#### AUDITORY PERCEPTUAL PROBLEM:

Trouble taking information in through the sense of hearing and/or processing that information. People with this problem frequently hear inaccurately. A sequencing or discrimination error can change the meaning of an entire message: for example, one might hear "I ran to the car," instead of "I rented the car." People with auditory handicaps frequently do not hear unaccented syllables. They may hear "formed" instead of "performed", "seven" instead of "seventy." Some auditory perceptual handicaps are:

Auditory Discrimination Problem - Trouble telling the difference between similar sounds, such as "th" and "f" or "m" and "n"; hearing "seventeen" instead of "seventy"; hearing an angry rather than a joking tone of voice.

Auditory Figure-Ground Problem - Trouble hearing a sound over background noise; for example, being unable to hear the telephone ring when one is listening to the radio, or having difficulty hearing someone talk at a party when music is playing.

Auditory Sequencing Problem - Trouble hearing sounds in the correct order; for example, hearing "nine-four" instead of "four-nine", hearing "treats" instead of "street", hearing music garbled because the melody is perceived out of order.

#### CATASTROPHIC RESPONSE:

An involuntary reaction to too many sights, sounds, extreme emotions or other strong stimuli. This may result in losing one's temper, becoming dazed or unaware of one's surroundings or "freezing" for a short time.

#### COGNITIVE PROBLEM:

Trouble with thinking. Each perceptual problem has an effect on one's thoughts. Some cognitive problems are:

Cognitive Sequencing Problem - Trouble thinking in an orderly, logical way. A person with this problem might tend to jump to conclusions.

Cognitive Discrimination Problem - Trouble distinguishing between two similar concepts, such as "love" and "like", or "argue" and "fight".

#### DIRECTIONAL PROBLEM:

Trouble automatically distinguishing left from right; learning north, south, east, west; learning the layout of a large symmetrical building.

#### DISINHIBITION:

Difficulty in behaving appropriately in an automatic way. This is a problem with the self-governing part of the brain that stops one from doing such things as laughing at the wrong time, talking aloud to oneself or coughing without covering the mouth. A disinhibited person might abruptly interrupt a conversation or talk aloud to himself in public.

#### INTERSENSORY PROBLEM:

Trouble using two senses at once or associating two senses: for instance, not realizing that the letter "d" which is seen, is the same as the sound "d" when it is spoken; being unable to feel someone tap you on the shoulder while you are reading; being unable to listen to conversation and drive at the same time.

#### SHORT-TERM MEMORY PROBLEM:

Trouble remembering: names, numbers, specific facts, what happened a few minutes ago. A poor memory makes academic success difficult.

#### MOTOR PROBLEM:

Trouble moving one's body efficiently to achieve a certain goal. Some motor problems are:

Perceptual Motor Problems - Trouble performing a task requiring coordination because of inaccurate information received through the senses. This may result in clumsiness, difficulty in participating in simple sports, awkward or stiff movements.

Visual Motor Problem - Trouble seeing something and then doing it: learning a dance step while watching a teacher, copying something off a blackboard, throwing something at a target.

Auditory Motor Problem - Trouble hearing something and then doing it: following verbal directions, dancing to a rhythmic beat, taking notes in a lecture.

#### PERCEPTUAL PROBLEM:

Trouble taking in information through one's senses and/or processing that information.

#### SOFT NEUROLOGICAL SIGNS:

Signs of central nervous system dysfunction that can be observed: staring, turning the head instead of moving the eyes, inability to look people in the eye, not holding the head straight, being easily startled.

#### TACTILE PERCEPTUAL PROBLEM:

Trouble taking in information through the sense of touch. Some tactile handicaps are:

Immature Tactile System - People with this problem dislike being touched lightly, but crave pressure of touch, such as being hugged hard or huddling with knees to their chest. Until the immaturity is overcome, tactile discrimination cannot develop.

Tactile Defensiveness - Tendency to avoid being touched because of an immature tactile system.

Tactile Discrimination Problem - Trouble feeling the difference between similar objects, such as bond or regular typing paper, light or heavy sandpaper, silk or cotton, ripe or unripe cantaloupe.

Tactile Pressure Problem - Trouble judging the right amount of pressure needed to perform motor acts: holding an egg in two fingers without breaking or dropping it or tapping someone playfully rather than hitting them.

PUBLICATIONS AVAILABLE IN THE SSCC LD LIBRARY

DIRECTORIES:

Directory of College Universities Offering Degrees in L.D.  
List of Colleges/Universities that Accept Students with L.D.

DYSLEXIA:

50-Year Review of Dyslexia  
DYSLEXIA: What You Can and Can't Do About It  
Anxiety and the Learning to Read Process

LANGUAGE:

Teaching Adults with Specific Language Disability  
Language and Learning Therapy in a Community College

MINIMAL BRAIN DYSFUNCTION:

Childhood to Adulthood with MBD - The Whole Picture

SOCIAL PERCEPTION:

Social Perception and Learning Disabilities

INSTRUCTION:

Comprehensive Treatment of the Older Disabled Reader  
Assessing the Learning Disabled: Selected Instruments  
Things the Vocational or Mainstreamed Teacher Can Do To Help the  
Disabled Student to Succeed  
The College Student with a Learning Disability  
The Helds Project Series (CWU)  
A Humanistic Approach to the Teaching of Courtship and Marriage  
Cleo and the Learning Disabled  
Psychology of Adjustment and the LD Student  
Accommodating Students with LD in the College Health Education

LD Students in the Behavioral and Social Sciences

Let Me Try to Make It Clearer

Spelling Is As Spelling Does

Implications and Applications for Speech Communication

Special Education Courses for the Learning Disabled

Logic for Everyone

Introducing Anthropology to Everyone

Practice Makes Closer to Perfect

Suggestions for Modifications in the Teaching of General Chemistry to Accommodate LD Students

The LD Student in a Television and Radio Announcing Course

Bare Bones: An Introduction to Physical Anthropology

Teaching Electricity with LD Students

A College Professor as a Reluctant Learner: Facing Up To the Learning Disabled

GENERAL:

Coming of Age (selected articles)

### SELECTED REFERENCES\* - JOURNALS

The following resources are especially valuable for community college instructors:

Myers, Patricia I and Donald D. Hammill. Learning Disabilities: Basic Concepts, Assessment Practices and Instructional Strategies. A good primer for anyone interested in the subject of Learning Disabilities. The title is accurately descriptive.

Bender, Michael and Peter J. Valletutti. Teaching Functional Academics: A Curriculum Guide for Adolescents and Adults with Learning Disabilities. (Baltimore: University Park Press, 1982). A useful resource with guides for practical application of teaching and learning principles.

Wiederhalt, J. Lee, Donald D. Hammill and Virginia L. Brown. The Resource Teacher: A Guide to Effective Practices. Another valuable and practical resource that includes information about research in the area of learning resources. It's aimed primarily at the K-12 teacher, but college instructors may cull some valuable information.

The following journals also publish relevant articles from time to time:

The Journal of Reading, the ACLD and WACLD Newsletters, and the Learning Disabilities Quarterly.

\*These represent just a few of the important works in the area of learning disabilities. This is NOT meant to be an exhausted list, merely a starting point for further discussion.